

**SHEVINGTON FEDERATION SCHEMES OF WORK
DESIGN TECHNOLOGY**

Children should work in a range of relevant contexts: home, school, gardens, playgrounds, local community ,industry and the wider environment.

Y1 Children will learn :	Autumn	Spring	Summer
DESIGN AND MAKE .			
To talk about in simple terms how an object shown to them works.			
To follow simple, verbal instructions.			
To explain what they are making.			
To state the materials and the tools being used.			
To describe their next steps with assistance.			
To select the materials and tools they wish to use from a limited range.			
To investigate and select simple techniques.			
To use modeling and construction kits as part of themed work.			
To discuss their models, drawings and work as it progresses.			
To use pictures and words to describe what they want to do.			
COOKING AND NUTRITION			
To talk about the range of equipment needed to be used in their recipe closely supervised and modeled by an adult.- Use of correct names.			
To develop a food vocabulary using taste, smell and texture.			
To group foods together. (eg fruits, vegetables)			
To cut soft foods under supervision and in a small group.			
To develop an awareness of basic hygiene and health and safety.			
To develop awareness of the need for a variety of foods.			
To measure foods in non standard measures. (eg cups, spoons)			
TEXTILES			
To colour fabrics using different types of paints.(fabric paints, poster paints) and investigate use of printing.			
To cut out fabrics using pre-cut templates and with 1:1 support.			
To investigate joining two fabrics using glue, staples and tape.			
To practise the running stitch.			
To add simple decoration (sequins, bead, ribbons) to materials using glue.			
CONSTRUCTION			
To use construction kits (Meccano, Lego) to make vehicles that move.			
To independently make choices as to whether to use glue or sellotape when joining paper or wood.			
To use a hacksaw and bench hook to cut dowel with adult support and in a pair. (Will need Risk Assessment in weekly planning.)			
To begin to use a template (draw around and cut out using paper and card.)			
SHEET MATERIALS			
To fold, cut and tear paper and thin card.			
To cut along straight and curved lines.			
To curl paper.			
To investigate strengthening different types of paper.			
To investigate simple joining using hole punch and paper fasteners.			

EVALUATE.			
To talk about a range of objects as in Show and Tell			
To say what they like and dislike about their finished product.			
To talk about any changes they have made during the process.			
To say what they have done well about their work.			